

Application of the Total Physical Response Method to Malay and English Foreign Language Learning at Darul Muhmin School, Satun, Thailand

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Abstract:

The fluent English and Malay are a plus for communicating and living professional life especially in Thailand. Using the right method can help in getting to know English and Malay, especially in early childhood to elementary school. The aim of this research is to determine the application of the Total Physical Response (TPR) method in groups at the Darul Muhmin school to find out the various problems and challenges that exist in the English and Malay language learning process in Thailand. This study uses a quantitative survey research method to see the effectiveness in the application of the TPR method. The results of this study show that there is growth in children's language skills obtained by observing the average language skills before observation. Treatment according to the TPR method was 42% - 60% in cycle I, the average increased from 49.n to 87% in Cycle II, according to the average increase. The average is 76.25%. This shows that the application of the TPR method can improve students' language skills, especially Malay and English foreign language skills.

Keywords : Total Physical Response Method, Learning Malay and English Foreign Languages

Introduction

Education is the obligation for all people to support their lives in this world. For every individual, education is very important to support the process of life. Education teaches how to live and what regulation exists in society. Children are part of a period of growth and development. A child is a part of life that must be taught while living in society. Children are a gift God gave us all, children are born with their character. Nature is given by God, parents and educators (teachers) must take care of it optimally. Fitrah refers to religion, social, culture.¹ Basically English has become a subject that is studied at every level of education, one of which is English in Elementary Schools, in the journal, Sutardi (2011) explains government policy allowing Elementary Schools to apply English subjects starting from grade 4 compared to the previous policy which had to start from grade 1 of junior high school. Over time, English has become a compulsory subject to learn, the level of implementation varies. There are schools that teach starting from grade 4 elementary school, there are also schools that start teaching from grade 1 elementary school.

According to Prihatiningsih, et al. (2018) in Mulyanah, YE, Ishak, Firdaus, IM

¹ S Sukmawati and Bellona Mardhatillah Sabillah, "English Language Learning Strategies for Students of IT Fajar Mannuruki Kindergarten, Maros Regency Based on Animation," Empowered Indonesia 1, no. 1 (2020): 7–14, <https://doi.org/10.47679/ib.202012>.

(2018), In learning, not only teachers have to be active, but students are also required to be active in forming their own knowledge through direct experience. In the initial stage, students will be taught to know some English Vocabulary, mastery of English vocabulary is very important to learn because when we listen to a conversation or sentence in English, if we have memorized some of the vocabulary, it will be easy for us to get the meaning of the conversation or sentence we hear. According to Webster Ninth in Nurhamilah, Romdaniah, & Nurhasanah (2020), vocabulary is a list or collection of words and phrases usually arranged alphabetically and explained. whereas according to Rogert vocabulary is an alphabetical list of words often interpreted or translated. According to Brewster in Nurhamilah, Romdaniah, & Nurhasanah (2020) said that there are four indicators of mastery of vocabulary Form, Pronunciation, word meaning and usage.

Problems that usually occur is that students are less able to pronounce English vocabulary properly and correctly and some can even pronounce it but don't know how to write it. From research conducted by Mulyanah from the Muhammadiyah University of Tangerang in 2018, the results of this research found a problem, namely that English teachers were less creative and not linear, so this made a difference in increasing students' mastery of English Vocabulary. Becker (1997) in Rambe, SA (2019) emphasizes the importance of vocabulary, namely connecting the number of vocabulary words mastered by students with academic language learning material.

Researchers conducted a study of 8 relevant journal articles and obtained the following information; there are 6 journals that have almost the same problem, namely; students are less able to understand or master English vocabulary and students are less enthusiastic about participating in English learning. Harahap, SW, Berkat Panjaitan (2021) explained that students' vocabulary mastery is still low which results in difficulty communicating in English, one of the causes is inappropriate methods. and 2 more journals have problems where teachers still do not use appropriate methods to teach vocabulary to students.

Based on the problems above, interesting methods are really needed in teaching foreign languages, both English and Malay. One method that can help students understand a foreign language is Total Physical Response (TPR). According to (Machova (2009:37) in Hanim, AA (2013) states that "TPR is a method that has succeeded in achieving excellent results in vocabulary learning "English for students, it makes it easier for students to remember long-term vocabulary more easily" compared to the Silent way method quoted from Priyudahari, BAP, I Dw, KT & Kadek, S. (2015) stated that the Silent way method is a method that has silence during his teaching. In this method the teacher only acts as a temporary guide and the students continue the teacher's instructions, then the students are also required to be more active than the teacher.

This is different from the Total Physical Response method, where in its application the teacher gives instructions and then the students respond with their physical movements, so the teacher and students must be both active in the classroom. Even though both are language learning methods, it can be said that the TPR method will be more effective in helping students deepen their English vocabulary. In contrast to the Total Physical Response method, where in its application the teacher gives instructions and then students respond with their physical movements, so teachers and students must be equally active in class. Even though both are language learning methods, it can be said that the TPR method will

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In Thailand, using a foreign language as an everyday language is a matter of recent and minor usage limited to greetings (hello) or parting words (farewell). For example: Good morning, how are you?, until then, hello and so on. English is also included in formal school subjects, starting from Kindergarten (TK) education to Higher Education. Because of this, it requires teachers to be patient when teaching English to children. One method of teaching English for young children is the TPR (Total Physical Response) method.

Another opinion comes from (Yulianjani, 2018) in Mulyanah, YE, Ishak, Firdaus, IM (2018). With this TPR method, it can stimulate students to do what is instructed by the teacher because elementary school children generally have short concentration, especially when it comes to remembering vocabulary, so to make them like vocabulary, the teacher introduces vocabulary in an interesting way or method. In this research, it is felt that there is a need for innovation in applying the TPR method in foreign language learning in Thailand, in the implementation of learning according to Azhar Arsyad (2011: 120-121) in Iswari, F. (2017) flash cards or picture cards are media that contains pictures (objects, animals, and so on) which can be used to train children to spell and enrich vocabulary for example in Part of Body material. Before the teacher gives instructions, the teacher introduces some vocabulary about part of body through pictorial media then if the students already understand the teacher can give instructions for example the teacher says "touch you eyes" or "jump with your feet" students must respond with physical movements. Adding picture card media is deemed necessary by researchers because it is an effort to improve students' English vocabulary mastery.

By looking at this background, the researcher conducted a study entitled Application of the Total Physical Response method to learning Malay and English Foreign Languages at Darul Muhmin School Satun, Thailand.

Research Methods

The method used is the class action research method (PTK) because the research was carried out to solve a learning problem in the classroom. This research was conducted through several cycles, and in each cycle using the stages of planning (planning), implementation (acting), observing (observing), and reflecting (reflecting). In the planning stage the researcher identifies the problem, formulates the problem (purses problem identification), and solves the problem with action based on theory. At the implementation stage the researcher implements what has been designed. Then at the observation stage the researcher collects data by seeing how far the effect of the actions that have been taken is. And the last stage is reflection or evaluation, at this stage the researcher evaluates whether the desired achievements have been achieved or not, so that it will be known whether to continue in the next cycle or whether it is sufficient.

Results and Discussion

The introduction of TPR to English begins with a simple introduction to vocabulary and in principle has many advantages, namely children can master foreign languages so that they have advantages in flexible intellectual, academic, language and social skills to improve children to live in a society with diversity social and cultural². In educational institutions, the development of English and Malay continues to grow. The school also has English subjects, including early childhood education. Teaching children. Schools have English classes since then. Teach them English vocabulary (vocabulary), listen (listen), speak (speak) and write (write) from an early age so that later they can master a lot of English vocabulary.³

The process of learning English is a medium that supports the language aspects of early childhood skills. Through the World Order that allows children to communicate in the international world So if they need to talk to foreigners, children can do it to be able to speak English well and fluently⁴. One of the obvious consequences is that more and more people are trying to learn/master the language Good English because they see great advantages in knowing English Like: 1) more information, 2) facilitate communication with others, 3) increase confidence with the right media support, 4) make it easier for yourself to adapt to new environments, 5) make life easier, and many other benefits of learning English⁵.

It is not easy for anyone to master a foreign language, especially English and Malay for native Thais. It is important to teach and teach English to children as early as possible. There are six of them (Marno and Idris, 2009). These components are very important for the development of students according to Government Regulation No. 137 of 2014 d. H. the moral aspects of religion, cognition, language, social emotion and art from several of these aspects are aspects that support child development, especially the field of language which is influenced by these aspects in child development and artistic creativity (Agus Suprijono, 2010). When teaching English and Malay to toddlers, the right method is important from an early age. Therefore, there is a need for proper learning that can make early childhood effective. Learn English easily. The child's need for a sense of security at a young age when learning English makes children happy. This is also important and must be done because remembering when a child feels happy means that the child is not depressed and enjoys learning English.

Total Physical Response (TPR) or Total Physical Response is a foreign language learning method, especially English and Malay which is suitable for young children who prioritize learning activities directly related to physical activity and

² Suryanto Suryanto, "Development of an English Language Learning Model," Proceedings of the National Seminar on Community Service Programs, no. 2 (2021): 1096–1105, <https://doi.org/10.18196/ppm.35.96>.

³ Ari Sofialina and Nur Hanifah, "Implementation of the Total Physical Response (Tpr) Method in Early Childhood English Learning at Kindergarten Khalifah Purwokerto" 3, no. 1 (2020): 42.

⁴ Anthony Anggrawan, "Descriptive Analysis of Learning Outcomes of Face-to-Face Learning and Online Learning According to Student Learning Styles," MATRIC: Journal of Management, Informatics Engineering and Computer Engineering 18, no. 2 (2019): 339–46, <https://doi.org/10.30812/matrik.v18i2.411>.

⁵ Rupina Holidazia and Rojab Siti Rodliyah, "Student Strategies in Learning English Vocabulary," Journal of Educational Research 20, no. 1 (2020): 111–20, <https://doi.org/10.17509/jpp.v20i1.24562>.

movement (Yuli Astutik, 2013)⁶. More specifically, the role of the child in this TPR method is to listen and do things that are taught by the teacher (Hafidah & Dewi, 2019). Jack C Richards and Theodore S Rodgers in their book that TPR is a language teaching method built on language and activity coordination, their efforts to teach language through physical (motor) activity. TPR is developed by Dr. James J. Asher, professor of psychology at the university of San Jose, California, USA (Nugraheni, NE and Kristian, 2019)⁷.

According to Larsen and Freeman, TPR is an understanding approach or an understanding approach is a foreign language approach using commands or instructions. Tarigan also claims that understanding and memory are obtained in the TPR method to respond well or provide answers through body movements of orderly students (Yuli Astutik, 2013). Fahrurrozi (2017) who revealed that the TPR method is a method that places more emphasis on the form of command statements that are easy to use by teachers and understood by students because they have been previously designed by body movements.⁸

There are several basic steps that teachers need to know before teaching with TPR. The ProLiteration Information Center at Nur & Lucas explains the steps. The basic steps of TPR are: (a) The teacher chooses commands and vocabulary to be taught; (B) Before class, the teacher makes a complete list of orders according to the order schedule for teaching; (c) The teacher collects the necessary equipment, props or images, set the context or command pictures; (d) If the teacher teaches students in groups, select two or three students to present.

More information about doing the TPR (Total Physical Response) method on children listening and doing what the teacher says. The role of the teacher is to give an example to students in the form of speech and motion then for children to be encouraged to speak and show movement when ready. If there are children who do not understand, the teacher must be ready to help children and the teacher's task is also to monitor the learning of their students in English. According to Rokhayat, the benefits the use of TPR in English learning activities, namely: (a) TPR is fun and children really enjoy teaching and learning; (b) TPR can help students memorize English words and sentences; (c) TPR can be applied in large and small classes; (d) TPR does not only apply to young students, but also to adult students; (e) TPR is suitable for students who are active in class.

TPR can be used to teach and train many aspects of other languages: Vocabulary related to actions, verbs showing times, language of instruction, commands or instructions, telling stories. There are many methods and techniques for learning English that can be used, among others⁹: (a) Imperative Exercises, are command sentences with ordinary English, which are repeatedly carried out doing

⁶ Idham Syahputra, "Strategies for Learning English as a Foreign Language in Improving Students' Language Skills," *Journal of Religious Social Research* 17 (2014): 127–45.

⁷ Kasdi Kasdi and Dina Novita Wijayanti, "Effective English Learning Through Children's Songs for Elementary School Students," *ELEMENTARY: Islamic Teacher Journal* 4, no. 1 (2017), <https://doi.org/10.21043/elementary.v4i1.1931>.

⁸ Anita Dewi Ekawati, "Application of the Total Physical Response (TPR) Method in Teaching English in Kindergarten," *E-Dimas: Journal of Community Service* 11, no. 1 (2020): 71, <https://doi.org/10.26877/e-dimas.v11i1.3585>.

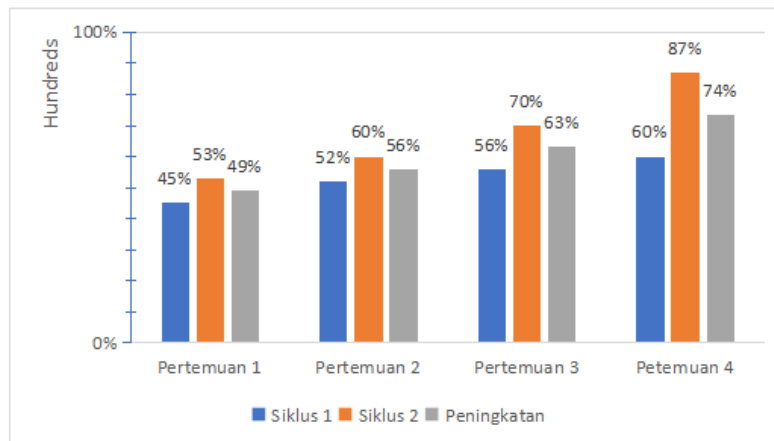
⁹ Setyoningsih Setyoningsih, "Improving English Vocabulary Mastery Through the Total Physical Response (Tpr) Method in Early Childhood," *ThufuLA: Journal of Teacher Education Innovation Raudhatul Athfal* 4, no. 1 (2016): 148, <https://doi.org/10.21043/thufula.v4i1.4274>.

physical exercises. For example: when the teacher points and says touch your hair, then students follow the movement. In this case, students are trained in listening comprehension and adding new vocabulary; (b) battle song, This is an activity of listening to the song and playing it directly. The teacher first sings the song to the students so they know the tone. Repeat the song and follow the movements according to the song being played, ask students to follow the movement with the words of the song. Likes: Head and Shoulders Songs. When the words in the song have "heads", the teacher and students immediately hold their heads, ask and explain to the students the meaning of each word, play the song. review them with students as you act them out. (C) Using flashcards (picture cards), this technique is used in several ways. Show flashcards and ask students to demonstrate activities related to them. Picture as follows: The teacher prepares pictures and verbs such as walking, running, singing, dancing, etc., the teacher asks students to listen to the word which; the teacher speaks, then the students follow what the teacher says, the teacher tries to call the child to interpret the word in the picture while pointing to it, the teacher reviews the words on the flash card, and then the student shows. (C) Using flashcards (picture cards), this technique is used in several ways. Show flashcards and ask students to demonstrate activities related to them. Picture as follows: The teacher prepares pictures and verbs such as walking, running, singing, dancing, etc., the teacher asks students to listen to the word which; the teacher speaks, then the students follow what the teacher says, the teacher tries to call the child to interpret the word in the picture while pointing to it, the teacher reviews the words on the flash card, and then the student shows. (C) Using flashcards (picture cards), this technique is used in several ways. Show flashcards and ask students to demonstrate activities related to them. Picture as follows: The teacher prepares pictures and verbs such as walking, running, singing, dancing, etc., the teacher asks students to listen to the word which; the teacher speaks, then the students follow what the teacher says, the teacher tries to call the child to interpret the word in the picture while pointing to it, the teacher reviews the words on the flash card, and then the student shows. this technique is used in several ways Show the flashcards and ask students to demonstrate the activities related to them Picture as follows: The teacher prepares pictures and verbs such as walk, run, sing, dance, etc., the teacher asks students to listen to the word which; the teacher speaks, then the students follow what the teacher says, the teacher tries to call the child to interpret the word in the picture while pointing to it, the teacher reviews the words on the flash card, and then the student shows. this technique is used in several ways Show the flashcards and ask students to demonstrate the activities related to them Picture as follows: The teacher prepares pictures and verbs such as walk, run, sing, dance, etc., the teacher asks students to listen to the word which; the teacher speaks, then the students follow what the teacher says, the teacher tries to call the child to interpret the word in the picture while pointing to it, the teacher reviews the words on the flash card, and then the student shows. the teacher asks students to listen to the word yang; the teacher speaks, then the students follow what the teacher says, the teacher tries to call the child to interpret the word in the picture while pointing to it, the teacher reviews the words on the flash card, and then the student shows. the teacher asks students to listen to the word yang; the teacher speaks, then the students follow what the teacher says, the teacher tries to call the child to interpret the word in the picture while pointing to it, the teacher reviews the words on the flashcard, and then the student shows, To test the child's concentration ability, the

teacher can give instructions to speed up pronunciation of the words according to the picture shown by the teacher.

There are several ways to support the application of this method, namely by:

- 1) Role playing is a technique that involves students in learning a language in communication and knowing that different characters in real life imitate their actions. Like a child imitating someone who is angry, happy and sad
- 2) Telling stories can help children understand language by telling stories from the start, namely by listening, observing and imitating. Children gradually acquire a comprehensive understanding of language: Games, show and tell, music, etc. movement (movement and song), which includes songs (songs) and songs and Poems (Shorts and Rhymes). When doing the TPR (Total Physical Response) method, the teacher is always present and keeps his eyes on the child. It is also intended that this method can carry it out according to plan and the development of English according to the TPR (Total Physical Response) method.¹⁰ can go well, and the child's English development will also be better.



On December 31, 2022 - February 5, 2023 the researcher carried out KKM International to be precise in Thailand and saw learning at Darul Muhmin School, saw that the teacher was still using the old method in learning foreign languages, namely by memorizing vocabulary from an existing picture such as transportation and students were asked to only remember and memorize directly what was pointed out by the teacher, so that it would be difficult for a student to capture and embed in his knowledge of foreign languages.

Based on this, this article is entitled Learning Malayu and English Foreign Languages Using the Total Physical Response Method at Darul Muhmin School Satun Thailand. With the aim of knowing how far the effectiveness of this method is applied at Darul Muhmin School Satun Thailand for learning English and Malay foreign languages. By doing this research, it is hoped that it can provide a contribution for each reader and party that can be a reference for teaching materials related to other methods that can become part of the main ideas and new knowledge.

In research using samples, the sample is part of the population. Usually the pattern of only a part of the basic equipment or the whole thing to be produced for study The sample is closely related to the base population, ie. population of research subjects. In this case, sampling with this technique is saturated sampling, which is

¹⁰ Setyoningsih.

the sample as a determinant of the population being sampled (Anas Sudijono, 2006). The emergence of soranerin treated when the population was very large, nearly 300 students. The research sample includes no less than 80 students from group B1 for students. Based on that, Cycle II has a sequel. The implementation is the result of the researcher's assessment with a combination of language skills. The students meet the same expectations contemplated by the improvements above in Cycle I missing so that is more optimal.

We can take the observational value from these data that the increase in cycle 1 was 53.25% and continued to improve in cycle 2 by 67.5%, therefore the application of TPR can improve the language of students who are applied in learning carried out at Darul Muhmin School Satun Thailand.

The children were very enthusiastic about the results of using the TPR method to express their opinions and use their language orally and repeat / say TPR. Armed with the explanations given, the children began to like and dare to express their thoughts through TPR. In addition, the results showed the children's liveliness and language development after dancing before using the TPR method.¹¹ Since the child's activity was seen, there was a change in Cycle 1, then in Cycle 2 there was constant appreciation. Children in Cycle 1 were included in a class that was starting to develop and grow. Cycle 2 with the middle child in the class was developing according to class expectations. Based on the analysis of the results of the Darul Muhmin school to the growth of foreign language skills, the increase is in accordance with the indicators. The point is that by using the TPR method, students' language skills from an early age to elementary school can be improved by using this method.

Conclusion

Students of Darul Muhmin School Satun Thailand acquired English and Malay through learning with the TPR methods. This can be achieved by increasing the percentage of interpersonal intellectual activity, thus, the pre-observation shows growth. The learning steps of the general physical answer method are as follows, namely listening, writing and presentations by the teacher. The teacher moves his hands and students imitate. Then the teacher asks students to speak and then students start moving. Based on the results, it appeared that the children expressed their opinions enthusiastically and used language orally. Armed with the explanations given in class, children begin to like and dare to express their thoughts through TPR. Using the Total Physical Response method, children are able to master English vocabulary. Another learning method that supports children in learning a foreign language is the use of Expected TPR events.¹² It could improve English and Malay skills of the kids. Therefore, there is a need for research that can build enthusiasm to continue this effort using learning methods with an attractive learning environment to improve students' English.

¹¹ Achmad Fadlan et al., "Application of the TPR (Total Physical Response) Method in Early Childhood English Learning," *Al-Athfaal: Scientific Journal of Early Childhood Education* 4, no. 1 (2021): 137–51, <https://doi.org/10.24042/ajipauid.v4i1.8619>.

¹² Osman Zulkifli, "Learning Language Holistically: What is the Student's View?" *Journal of Language and Literature Education* 13, no. 2 (2013): 102–17, <https://doi.org/10.17509/bs>.

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